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To sum up, the results of this content analysis can support the idea that “English for Palestine” textbook, described as a modern, communicative English course, has been especially written for schools in Palestine to help students learn English and to encourage them to become confident users of English and that it has been developed in consultation with local and international ELT experts although listening was neglected in the workbook.

Recommendations:

In the light of the results of this content analysis study, *the researcher recommends the following:*

1. «English for Palestine» textbook should have included straightforward and well- defined objectives.
2. «English for Palestine» textbook should be revised and modified so as to include more relevant subject matters that are strongly related to the life and culture of the students because the textbook still has some irrelevant topics that do not encourage the students to express their own culture and life.
3. The textbook should have included more meaningful and communicative exercises and activities that motivate the students to speak the language.
4. The textbook should have included more group work activities and exercises so as to enable the students help each other and to learn using different sources of learning.
5. The textbook should have been balanced in terms of the types and the number of study skills which it promotes.
6. The workbook should be provided with a number of exercises and activities that aim at improving the listening skill either in the classroom or at home.

To answer this question, the researcher used One- Way ANOVA test. Tables 20, 21 reveal the findings of this test.

Table (20)

The Mean Scores and Standards Deviations of the teachers' attitudes according to Qualification

Domain	Qualification	N	Mean	Standard Deviation
Total degree	diploma	5	3.30	0.327
	B. A	49	3.55	0.394
	M. A and more	5	3.42	0.325
	Total	59	3.51	0.385

Table (21)

Findings of One- Way ANOVA for teachers' attitudes according to Qualification

Domain	Source of variation	Sum of squares	Degrees of freedom	Mean squares	F- value	Sig
Total degree	Between groups	0.394	3	0.131	0.881	0.457
	Within groups	8.20	56	0.149		
	Total	8.59	59			

Table 19 shows that there were no statistically significant differences at $\alpha = 0.05$ between the teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to qualification variable.

This means that teachers, regardless the degree or qualifications they obtained, seem to have the same attitudes towards usefulness and appropriateness of the exercises and activities. This might be explained by the fact that all teachers have to attend some obligatory training workshops which are frequently organized by the Ministry of Education for the sake of rehabilitating the experienced and inexperienced teachers in relation to the new curricula. Moreover, it might be argued that those teachers who are diploma holders seem to have long experiences in teaching EFL materials which may help them compensate for the lack of higher degrees (B. A or more).

To answer this question, the researcher used One- Way ANOVA. The findings of this test are shown in Tables 18, 19.

Table (18)

The Mean Scores and Standards Deviations of the teachers' attitudes according to Experience

Domain	Experience	N	Mean	Standard Deviation
Total degree	1- 4 years	7	3.758	0.473
	5- 8 years	13	3.490	0.388
	9 - 12 years	16	3.547	0.342
	13 and more	23	3.433	0.374
	Total	59	3.515	0.385

Table (19)

Findings of One- Way ANOVA for teachers' attitudes according to Experience

Domain	Source of variation	Sum of squares	Degrees of freedom	Mean squares	F- value	Sig
Total degree	Between groups	0.594	3	0.198	1.360	0.265
	Within groups	8.002	56	0.145		
	Total	8.59	59			

Table 19 shows that there were no statistically significant differences at $\alpha=0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to experience variable.

This means that regardless their experience in teaching English as a foreign language, the teachers in this study had similar attitudes towards the usefulness and appropriateness of the exercises and activities which might be explained by the idea that this textbook is somehow a new one and the experience of teaching it is not so long for all teachers and that the new teachers have to attend training workshops that aim to qualify them to be experienced teachers in the field.

- C. *Are there statistically significant differences at $\alpha = 0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to qualification?*

11. Results Related to the Eleventh Question: *Are there statistically significant differences at $\alpha = 0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to sex, experience and qualification variables?*

To answer this question, it is better to be divided into the following minor questions according to the independent variables of the study.

A. *Are there statistically significant differences at $\alpha = 0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to sex?*

To answer this question, the researcher used the t- test for independent samples and Table 17 shows the findings of this test.

Table (17)

**Findings of the Independent t- Test on the Differences
between the Teachers' attitudes due to Sex**

Domain	Male (n=25)		Female (n=34)		F	Sig*
	Mean	Standard deviation	Mean	Standard deviation		
Total degree	3.63	0.381	3.43	0.370	0.060	0.807

Table 17 shows that there were no statistically significant differences at $\alpha=0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to sex. This means that both male and female teachers have to some extent similar attitudes towards the usefulness and appropriateness of the exercises and activities which might be due to the fact that they mostly have similar educational background and experiences in teaching this textbook in particular which is a new one. Moreover, the results might be explained by the fact the male and female teachers participated in a training workshops which aimed at empowering them and enabling them to employ the best methods in teaching

B. *Are there statistically significant differences at $\alpha = 0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to experience?*

usefulness and appropriateness of the exercises and activities in favor of the teachers whose means were higher than the means of the students.

These results revealed that the teachers' attitudes towards the usefulness and appropriateness of the exercises and activities were higher and more positive than the students' attitudes which might be due to the maturity of teachers and the good experience they have gained throughout teaching this textbook or other similar textbooks. In addition, teachers are expected to have better thinking skills and a more comprehensive picture of what they are teaching.

The results seem to be in disagreement with Al- Momani (1998) whose study found no significant differences between the supervisors' and teachers' perspectives regarding the above mentioned strengths and weaknesses in AMRA textbooks.

10. Results Related to the Tenth Question - *Are there statistically significant differences at $\alpha = 0.05$ between the students' attitudes towards the usefulness and appropriateness of the exercises and activities of the Tenth Grade textbook "English for Palestine due to sex variable?*

To answer this question, the researcher used the t- test for independent samples and Table (16) shows the findings of this test.

Table (16)

Findings of the Independent t- Test on the Differences between the Students' attitudes due to Sex

Domain	Male (n=59)		Female (n=52)		F	Sig*
	Mean	Standard deviation	Mean	Standard deviation		
Total degree	3.42	0.55	2.98	0.66	1.034	0.312

Table (16) shows that there were no statistically significant differences at $\alpha = 0.05$ between the students' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to sex. This means that both male and female students have, to some extent, similar attitudes towards the usefulness and appropriateness of the exercises and activities which might be explained by the idea that both of them have the same educational background and that they live under the same conditions.

when teaching English for Palestine and other similar textbooks are centered around one main objective; to help students become more confident in using English for meaningful communication at school and outside which seems to agree with Al- Momani (1998) who found that the objectives of AMRA textbooks were based on teaching English for communication which met the students' needs and interests.

On the other hand, the students feel that the various types of exercises and activities which cover different themes, skills, aims, and structures seem to encourage their participation in the classroom which may lead them to build more confidence in using English for communicative purposes. This can be supported by the idea that exercises and activities, when designed appropriately can motivate learners participation by introducing a slice of real life into classrooms in more complete communicative context.

The results seem to agree with Kumsung (1996) who found that activities designed to encourage dialogues among Korean learners based upon cultural generalizations. The results also seem to agree with that of Abbas (2009) who found that each unit in the Tenth Grade textbook contained a reading passage followed by various activities involving all language skills based to a great extent on the thematic, lexical and structural content of the reading material.

9. Results Related to the Ninth Question: *Are there statistically significant differences at $\alpha = 0.05$ between the teachers' attitudes and students' attitudes towards the usefulness and appropriateness of the exercises and activities of "English for Palestine"?*

To answer this question, the researcher used the Independent t- test. The findings are shown in Table 15

Table (15)
Findings of the Independent t- Test on the Differences between
Teachers' attitudes and Students' attitudes

Domain	Teachers (n=59)		Students (n=111)		F	Sig*
	Mean	Standard deviation	Mean	Standard deviation		
Total degree	3.51	0.38	3.21	0.64	11.04	0.001

Table (15) shows that there were statistically significant differences at $\alpha = 0.05$ between students' attitudes and teachers' attitudes towards the

	Statement	Mean	percentage	Estimation level
26	They improve students' proficiency in English.	3.36	67.2	moderate
27	They provide a sense of challenge and fun.	2.80	56	low
28	They create relaxation and enjoyment.	2.68	53.6	low
29	The quality of exercises and activities is adequate for both students and teachers.	2.77	55.4	low
Total		3.21	64.2	moderate

Table 14 shows that the total mean score of students' attitudes towards the usefulness and appropriateness of exercises and activities was moderate as it was 3.21 and that the means of the students' responses ranged between 2.68 and 3.71. The statement "The exercises and activities encourage the students' active participation" came first with a mean of 3.71 whereas the statement "They create relaxation and enjoyment" scored the least with a mean of 2.76.

These results revealed that the statement "They create relaxation and enjoyment" scored the least by both the teachers and the students which indicate that the exercises and activities of English for Palestine textbook seem to be unable to create enjoyable atmosphere in the classroom which may lead to some kind of pressure that teachers and students may suffer from. This pressure might be due to the intensity of the exercises and activities in both the student book and the work book as well.

The results here seem to agree with Mahmoud (2006) who found in his evaluative study for the "English for Palestine IV" textbooks that the time allotted for the included material is inadequate, and this may make the process of teaching the material boring and difficult for the teachers and the students as well.

Moreover, the results revealed that while the statement "The exercises and activities promote meaningful communication via the language" was ranked first in the teachers' responses, the statement "The exercises and activities encourage the students' active participation" was ranked first in the students' responses" which might be explained by the idea that the teachers' objectives

	Statement	Mean	percentage	Estimation level
10	They promote the students' ability to practice English.	3.39	67.8	moderate
11	They suit the level and abilities of the students.	2.90	58	
12	They employ various types of educational aids.	3.31	66.2	moderate
13	They take into account the student's prior experience.	3.40	68	moderate
14	They take into account the individual differences between students.	2.83	56.6	low
15	They motivate students to use English outside.	2.96	59.2	low
16	They are equally distributed among the units.	3.16	63.2	moderate
17	They are appropriately organized to suit the students' linguistic abilities.	2.92	58.4	low
18	They encourage student- student- interaction.	3.37	67.4	moderate
19	They encourage teacher- student interaction.	3.61	72.2	high
20	They encourage the use of various learning resources.	3.07	61.4	moderate
21	They provide for a practical revision of the main points discussed previously.	3.45	69	moderate
22	The exercises and activities are applicable.	3.14	62.8	moderate
23	They enhance the quality of learning English.	3.27	65.4	moderate
24	They help students express themselves freely and naturally.	3.27	65.4	moderate
25	They enable the students to use authentically English cultural materials.	2.91	58.2	low

same time, the results seem to be partially in disagreement with Lee (2009) who found that the 11 high- school EFL conversation textbooks used in Korea included remarkably scant use of authentic materials along with interactive technologies like the Internet for teaching culture was used. On the other hand, the means and percentages of the students' responses were calculated and represented in Table 14.

Table (14)
Means and Percentages of the Students' Attitudes Towards
the Usefulness and Appropriateness of the Exercises and Activities

	Statement	Mean	percentage	Estimation level
1.	They contribute to achieving the behavioral objectives of the syllabus.	3.53	70.6	high
2.	Exercises and activities promote meaningful communication via the language.	3.39	67.8	moderate
3.	The exercises and activities provide for the development of systematic language skills.	3.57	71.4	high
4.	The exercises and activities encourage the students' active participation.	3.71	74.2	high
5.	The exercises and activities promote critical thinking (i. e. interpretation, application, analysis, synthesis, and evaluation).	3.30	66	moderate
6.	The exercises and activities meet the needs and interests of the students.	2.95	59	low
7.	The exercises and activities provide for the development of study skills: skimming, note taking, outlining, and looking up words in the dictionary.	3.62	72.4	high
8.	The exercises and activities develop the students' ability to use English for fruitful discussions.	3.28	65.6	moderate
9	They help students understand the material effectively	3.29	65.8	moderate

	Statement	Mean	percentage	Estimation level
28	They create relaxation and enjoyment.	2.76	55.2	low
29	The quality of exercises and activities is adequate for both students and teachers.	3.03	60.6	moderate
Total		3.51	70.2	high

Table (13) shows that the total mean score of teachers' attitudes towards the usefulness and appropriateness of exercises and activities was high (positive) as it was 3.51 and that the means of the teachers' responses ranged between 2.76 and 4.01. The statement "The exercises and activities promote meaningful communication via the language" was ranked first with a mean of 4.01 whereas the statement "They "exercises and activities "create relaxation and enjoyment" scored the least with a mean of 2.76. Such results might be explained by the idea that the student book and workbook are included various types of exercises and activities which aim at developing the use of the language in meaningful situations and communicative functions. It has been shown above that the exercise and activities of the student book included (30.488 %) of the speaking skill type, (36.73%) of the communicative type, (21.93%) of the meaningful type, (29.2%) of language use type and (23.46%) of the exercises and activities can be conducted in pairs. On the other hand, the work book included (18.44 %) of the speaking skill type, (7.04 %%) of the communicative type, (50.70 %%) of the meaningful type, (20 %) of language use type and (%) of the exercises and activities can be conducted in pairs.

The results also show that the teachers think the exercises and activities provide for the development of systematic language skills and provide for a practical revision of the main points discussed previously. They also feel that the exercises and activities employ various types of educational aids and learning resources that help the students understand the material effectively and therefore, encourage student- student and teacher- student interaction.

These results seem to be in agreement with what Lee (2009) calls for when he claimed that conversation materials in 11 high- school EFL conversation textbooks used in Korea are chosen because socio- cultural values and norms are best acquired during the process of interaction. At the

	Statement	Mean	percentage	Estimation level
12	They employ various types of educational aids.	3.67	75.2	high
13	They take into account the student's prior experience	3.30	66	moderate
14	They take into account the individual differences between students.	2.83	56.6	low
15	They motivate students to use English outside.	3.27	65.4	moderate
16	They are equally distributed among the units.	3.52	70.4	high
17	They are appropriately organized to suit the students' linguistic abilities.	3.27	65.4	moderate
18	They encourage student- student- interaction.	3.81	76.2	high
19	They encourage teacher- student interaction.	3.94	78.8	high
20	They encourage the use of various learning resources.	3.66	73.2	high
21	They provide for a practical revision of the main points discussed previously.	3.77	75.4	high
22	The exercises and activities are applicable.	3.42	68.4	moderate
23	They enhance the quality of learning English.	3.55	71	high
24	They help students express themselves freely and naturally.	3.44	68.8	moderate
25	They enable the students to use authentically English cultural materials.	3.45	69	moderate
26	They improve students' proficiency in English.	3.52	70.4	high
27	They provide a sense of challenge and fun.	2.91	58.2	low

Table (13)

Means and Percentages of the Teachers 'Attitudes towards the Usefulness and Appropriateness of the Exercises and Activities

	Statement	Mean	percentage	Estimation level
1.	They contribute to achieving the behavioral objectives of the syllabus.	3.89	77.8	high
2.	The exercises and activities promote meaningful communication via the language.	4.01	80.2	v. high
3.	The exercises and activities provide for the development of systematic language skills.	3.89	77.8	high
4.	The exercises and activities encourage the students' active participation.	3.77	75.4	high
5.	The exercises and activities promote critical thinking (i. e. interpretation, application, analysis, synthesis, and evaluation).	3.50	70	high
6.	The exercises and activities meet the needs and interests of the students.	3.55	71	high
7.	The exercises and activities provide for the development of study skills: skimming, note taking, outlining, and looking up words in the dictionary.	3.79	75.8	high
8.	The exercises and activities develop the students' ability to use English for fruitful discussions.	3.71	74.2	high
9	They help students understand the material effectively	3.83	76.6	high
10	They promote the students' ability to practice English.	3.88	77.6	high
11	They suit the level and abilities of the students.	2.86	57.2	low

exercises related to using the dictionary are emphasized more in the workbook which can be explained by the idea that most students believe in the importance of vocabulary as a basic requirement to speak the language.

The least percentages in the Student Book were scored by “looking up words” (8.14%) and skimming (9.3%) while they were skimming (6.12%) scanning (10.20%) and note-taking (10.20%). This means that there must be a more balanced variation of study skills to meet the individual differences of the students.

The results seem to be in agreement with Folse (2004) who found that students appreciate good instruction in vocabulary, which includes teaching words that students need to know, giving many good examples of the words, and holding students accountable for the words through appropriate practice activities and systematic testing. On the other hand, the quantitative analysis of teachers' and students' responses revealed that a high percentage of teachers (75.8 %) and a moderate percentage of students (66 %) agreed that the exercises and activities provide for the development of study skills. Nevertheless, it can be concluded that both teachers and students believe that the exercises and activities “English for Palestine” textbook for Tenth Grade provide for the development of study skills which could be explained by the fact the using different techniques and skills can greatly help students become more confident, effective, productive and intelligent in learning English. The results here seem to be in agreement with Hasan & Volker (2008) who found the Syrian material focuses on the cognitive element of language learning without ignoring affective and procedural factors, whereas the German material tended to put special emphasis on affectivity and process-orientation in addition to some pronunciation exercises and a stronger consideration of learner autonomy.

8. Results Related to the Eighth Question: *What are the attitudes of both teachers and students towards the usefulness and appropriateness of the exercises and activities of the Tenth Grade textbook “English for Palestine?”*

To answer this question, the means and percentages for the two samples were calculated as shown in Tables 13, and 14.

and Eighth grades were of a limited type and the readers did not sufficiently meet the students' scientific and technological needs. The findings were in disagreement with Hamdan (1994) whose study revealed that most of these textbooks are not strongly related to the students' life.

The results also seem to disagree with Shatnawi (2003) who found that some parents, teachers, and pupils were not fully satisfied with the content of Enterprise textbooks series which is used at Yarmouk University Model School since it was not more relevant to the students' culture and background (Cited in Shatnawi, 2005) .

The results seem to be in disagreement with Lee (2009) who found that that the 11 textbooks did not encourage the culture- general aspect of culture learning.

7. Results Related to the Seventh Question: *To what extent do the exercises and activities provide for the development of study skills, such as skimming, note taking, outlining, and looking up words in the dictionary?*

Table (12)
Frequencies and Percentages of Study Skills

Study Skills	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Scanning	18	20.93 %	10	10.20 %
Skimming	8	9.3 %	6	6.12 %
Note- Taking	25	29 %	10	10.20 %
Outlining	9	10.46 %	12	12.24 %
Summarizing	19	22 %	25	25.51 %
Looking Up Words	7	8.14 %	35	35.71 %
Total	86	100 %	98	100 %

Table (12) shows that the exercises and the activities promote to some different types of study skills. The highest study skill in the Student book was note- taking which scored (29 %) while "looking up words in a dictionary" scored the highest in the Workbook (35.71) . This means that vocabulary

Student Book which focus on the Palestinian ways of living so as to meet the interests and cultural background of the students.

Secondly, the historical aspects had the second highest percentage (17.2%) in the student book while the second highest percentage was scored by ways of living in the workbook (18.18%) . This means that the textbook involves some activities and exercises which have items that are related to Palestinian or Arab /Islamic events that happened in the past, present, or future.

With regard to the political aspect we see that this aspect is included in some exercises and activities with only (8.28%) in the Student Book and (1.56%) in the Workbook.

The results seem to agree with Bataineh (2004) who found that the Jordanian environment is moderately represented in the textbook she analyzed and that the environment, in general, is well represented and a lot of references are made to regional and international components.

On the other hand, the analysis of respondents of teachers revealed that (71 %) of teachers indicated that the exercises and activities meet the needs and interests of the students while only (59 %) of the students agreed that the exercises and activities meet the needs and interests of the students. This means that the textbook should include more exercises and activities that meet their needs and interests since they know better what they need and what may interest them in the content of EFL textbook. Here, such necessity seem to agree with Inal (2006) who found that the course books applied in English language teaching in Turkish schools should be in line with the needs of the students attending the program.

The results seem to agree with Shatnawi (2005) who found that the textbooks he analyzed included different percentages of cultural aspects including historical, economical, geographical, literary, political, religious, social, man- woman relationship, habits, customs and traditions.

The results also agree with Al- Momani (1998) who found that the objectives of AMRA textbooks and vocabulary items and grammar and structural functions for the first and second secondary classes in Jordan meet the students' needs and interests.

The results, on the other hand, seem to disagree with Mu'men (1992) who found that the writing activities of PETRA textbooks for the Seventh

- Habits, Customs, and Traditions: Items that are related to habits, customs and traditions of people.
- Way of Living: Items related to the way people live in certain societies.

Table (11)

Frequencies and Percentages of the Cultural Aspects

Cultural Aspects	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Historical	27	17.2%	5	7.58 %
Economical	8	5.09%	4	6.06 %
Geographical	54	34.4%	13	19.7 %
Literary	19	12.1%	5	7.58 %
Political	13	8.28%	1	1.56 %
Religious	11	7 %	6	9.09 %
Social	8	5.09%	10	15.15 %
Man- Woman Relationship	6	3.82%	5	7.58 %
Habits, Customs &Traditions	5	3.18%	5	7.58 %
Ways of Living	6	3.82%	12	18.18 %
Total	157	100%	66	100%

Table (11) shows that the Student Book contains more exercises and activities which focus on different aspects of the Arab/Palestinian culture. These exercises and activities will be of great interest to the students since they include something related to their own culture either Palestinian, Arab or Islamic ones. Table (11), particularly, shows that the geographical aspects had the highest percentage in both Student Book and Workbook although it was higher in the Student Book (34.4 %) compared to the Workbook (19.7%).

The least percentages in the Student Book were scored by Habits, Customs &Traditions (3.18%) , Man- Woman Relationship (3.82%) , ways of living (3.82) respectively while the least percentages in the Work Book were scored by political aspects (1.56 %) , economical aspects (6.06 %) and historical aspects (7.58 %) . This means that "ways of living" has been included in a higher percentage in the activities and exercises of the work book which reveals that there is a need to include more activities and exercises in the

students since teachers teach the same material many times which give them a chance to be more familiarized with its contents.

The results here seem to disagree, to some extent, with that of Wu & J; Lin and Yin (1999) who found that presentation of programming examples in High School Computer textbooks in Taiwan lacked a detailed explanation of some of the problem –solving steps.

6. Results Related to the Sixth Question: *To what extent do the exercises and activities meet the background and interests of the students?*

To answer this question, the researcher tried to count the frequencies of the activities and exercises which are related to the Palestinian or Arab/ Islamic culture. To do this, he used the criteria which were taken from Shatnawi (2005) . These criteria involved 10 cultural aspects that will be established and defined precisely prior to the analysis process so as to code the aspects consistently and coherently throughout the three units in the same way every time. This step, of course aims to establish sufficient reliability and validity in this content analysis. *Shatnawi's criteria included the following cultural aspects with their definitions and examples:*

- Historical: Items related to events that happened in the past, present, or future.
- Economical: Items that give information about the economical system.
- Geographical: Items that give information about the location of places.
- Literary: Items that give information about the biographies of writers, poets, playwrights, scientists, essayists, and storytellers.
- Man- woman relationship: Items related to marriage and the relationship between males and females.
- Political: Items that give information about the political system.
- Religious: Items that are related to the practices of Muslims and other religions.
- Social: Items that are related to: country, beliefs, values, games, drinks, food, pets, greetings, Muslim and others festivals, etc.

Table (9)

Frequencies and Percentages of Types of Activities and Exercises

Types of Activities and Exercises	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Individual	145	73.98 %	220	99.1 %
Pair	46	23.46 %	2	0.9 %
Group	5	2.55 %	0	0 %
Total	196	100%	222	100%

To sum up, the integration of activities and exercises can make the teaching\ learning process more enjoyable and more effective since they encourage the students to express themselves and / or to talk about their own traditions and culture.

5. Results Related to the Fifth Question; *To what extent do the exercises and activities promote critical thinking?*

Table (10)

Frequencies and Percentages of Critical Thinking

Levels of Critical Thinking	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Recalling	62	31.63%	55	23.81 %
Interpretation	21	10.71 %	15	6.49 %
Application	36	18.36 %	41	17.75 %
Analysis	23	11.73 %	26	11.26 %
Synthesis	39	19.89 %	73	31.60 %
Evaluation	15	7.65 %	21	9.09 %
Total	196	100 %	231	100 %

Table (10) shows that recalling had the highest percentage in the student book (31.63 %) while synthesis had the highest percentage in the work book. The least percentages were scored by evaluation in the student book (7.65 %) and interpretation (6.49 %) in the workbook. Furthermore, the analysis of the questionnaire indicated that the exercises and activities promote critical thinking as the teachers scored high (70%) while the students scored moderate (66%) . The difference between teachers' and students' percentage could be attributed to the fact that teachers in general have more experiences than the

percentages in both the Student Book and the Work Book. It was also revealed that vocabulary exercises had the highest percentage in the Work Book (43.48%) while structure exercises had the highest percentage in the Workbook (32.4%) .

The least percentage was scored by reading comprehension exercises and activities in both books as they were (16.23 %) in the Student book and only (6.69 %) in the workbook. This might be explained by the idea that reading comprehension exercises and activities are mostly designed to help students increase the pleasure and effectiveness of reading other subjects and in the personal and professional lives. Reading comprehension, furthermore is considered as a means of personal improvement and intellectual enlightenment and not for direct improvement of students' active participation.

The highest frequency of exercise and activities is given to the individual activities and exercises in both the student book and the work book since it scored 99.1% in the work book and (73.98 %) in the student book. This might be explained by the fact that the workbook exercise and activities were designed to be practiced individually or in pairs as stated in its objectives. Such activities are advised to be done individually at home so as help students revise what they have studied in the student book previously. Pair activities scored the second highest percentage in both textbooks although the percentage was much higher in the student book (23.46%) compared to the workbook which scored only 0.9 %. This might be explained by the idea that although the activities carried out in groups seem to be more powerful and more motivating, they require a lot of effort and a skillful use of the space and organization of the classroom which is unattainable in our classes that are over crowded.

Using the quantitative data obtained from teachers' and students' responses, it can be realized that both teachers and students agreed that the exercises and activities encourage the students' active participation since their percentages were high (75.4 %) for the teachers and (74.2 %) for the students.

However, Table (9) below shows that such students' participation could be done either individually, in pairs or even in groups. In this respect we find that group activities has only five frequencies (2.55 %) in the student book and scored nothing in the Work book.

which means that writing activities and exercises are used so as to help the students express themselves through writing through asking them perform different types of activities and exercises which include communicative and manipulative ones.

Furthermore, the analysis of teachers» and students» respondents revealed that the exercises and activities provide for the development of systematic language skills as both percentages were high (77.8 %) for the teachers and (71.4 %) for the students.

The results seem to be similar to what Abbas (2009) has reached in her study when she found that analytical survey for the contents of EFP textbooks for grades 10, 11&12 revealed various activities involving all language skills based to a great extent on the thematic, lexical and structural content of the reading material.

The results seem to disagree with Al- Momani (1998) whose study revealed that the listening and speaking skills were not stressed in AMRA textbooks.

4. Results Related to the Fourth Question; *To what extent do the exercises and activities encourage the students' active participation?*

If we reexamine Tables (6, 7) above, we can find that the textbook has a variety of classroom activities and exercises that encourage the students to participate effectively through focusing on different skills in one hand, and providing students with situations from their real life on the other hand. For instance, Table (6) revealed that the four skills are integrated in each unit so as to motivate students to practice the language actively and this active participation can be seen through different forms and different levels.

Table (7) , moreover, showed that the textbook includes different forms of activities and exercises either meaningful, communicative, mechanical or even manipulative ones.

Table (8) revealed that both the Student Book and the Workbook contain a variety of exercises and activities the aim of which is to activate students' participation and their frequent use of language as well. These include vocabulary, structure, and language use and they scored acceptable

On the other hand, the analysis of the questionnaire indicated that the highest percentage of the teachers (80.2%) indicated that exercises and activities promote meaningful communication via the language while only a moderate percentage (67.8%) of the students agreed that the exercise and activities promote meaningful communication via the language. This might explained by the idea that teachers could have built more comprehensive picture of the textbook and its exercises and activities to the extent that it can be used effectively to enhance efficient communication via the language. The teachers in this regard have more experience and more knowledge of the content of the textbook under analysis.

3. Results Related to the Third Question: *To what extent do the exercises and activities provide for the development of systematic language skills?*

Using systematic language skills means presenting the four skills in a way which is skillfully based on a regular plan or fixed method in which students can move from one skill to another easily and interestingly.

First, table (6) above showed that the four skills are clearly integrated in all of the units so as to help students learn English through practicing these four skills. By doing so, they will be able to improve their communicative performance so as to become confident users of English.

Moreover, Table (6) above showed that the speaking skill has the highest frequency and percentage in the student book (30.48 %) but it was not the highest in the work book. The highest emphasized skill in the work book was the writing skill which scored (60.28%) . This means that the student book gives a prominent importance to the speaking skill so as to encourage the students to «speak» the language as much as possible in order to become confident users of English, while the work book gives a prominent importance to the writing skill.

Table (6) above also revealed that the listening skill was completely neglected in the work book although it scored (23.78%) in the textbook which means that the focus of the workbook was not in the listening skill which is considered as unattainable skill for most students and to a lesser degree the teachers themselves.

Then, we can see that the writing skill has the second frequency and percentage in the student book and the highest percentage in the workbook

(43) frequencies (21.93%) . Regardless of these results, we can say that the activities and exercises promote the use of the English language for meaningful communication especially when we add the meaningful activities and exercises to the communicative ones which give us about (58.66%) of the total activities and exercises. This might be interpreted by the fact that the skilful presentation and balanced variation of activities and exercises can provide students with the opportunity to feel free and express themselves or their ideas through making use of some meaningful activities which are considered essential for learners who need to learn in meaningful, socially organized contexts.

Furthermore, the analysis of the questionnaire indicated that (80.2 %) of teachers (67.8%) of students agreed that the exercise and activities promote meaningful communication via the language.

Table (8) shows that language use exercises and activities score a good percentage of frequencies 45 (29 %) in the student book and 46 (20%) in the workbook which means that the textbook promotes meaningful communication when it promotes students to use the language so as to communicate with peers, teachers and sometimes with other people outside the classroom. In this regard we can't ignore that students need the other types of exercises. i. e. vocabulary, structure and even reading comprehension exercises so as to improve the language in terms of competence and performance abilities. Therefore the structural exercises and activities which scored the highest frequency (50) and (32.46%) could have equal importance if they are used appropriately and been taught skillfully on the ground of strengthening the overall competencies of the English language.

Table (8)

Frequencies and Percentages of Type of Exercises and Activities

Activities & Exercises	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Vocabulary	34	22 %	100	43.48 %
Structure	50	32.46%	68	29.57 %
Reading comprehension	25	16.23%	16	6.96 %
Language use	45	29.2%	46	20 %
Total	154	100%	230	100%

in line with the goals of the institutions, objectives of the language program, and the needs of the students attending the program.

However, the study seems to disagree with Mahmoud (2006) who found that teachers and supervisors were not contacted by the Ministry of Education regarding the setting of the EFL objectives of “English for Palestine IV” textbook.

2. Results Related to the Second Question: *To what extent do the exercises and activities promote meaningful communication via the language?*

The content analysis of the Student Book and the Work Book revealed that exercises and activities promote meaningful communication.

Table (7)
 Frequencies and Percentages of Communicative
 Manipulative, and Meaningful Activities and Exercises

Forms of Activities and Exercises	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Manipulative	81	41.32 %	60	42.25 %
Meaningful	43	21.93%	72	50.70 %
Communicative	72	36.73%	10	7.04 %
Total	196	100%	142	100%

Table (7) shows that textbook covers different types of exercises including manipulative, meaningful and communicative activities. The manipulative activities and exercises have the highest frequency in the student book (81) occurrences (41.32%) while the highest frequency was scored by the meaningful type in the workbook with a percentage of (50.70%) . This might be explained by the fact that the workbook was designed in order to encourage the students to practice using the language after the finish practicing manipulative activities with the help of the teacher and therefore, each unit in the Workbook has been divided into Reading& Development, Language I, and Language 2 sections to be practiced with a partner or alone while writing in the copybook.

The communicative activities and exercises have the second frequency (72) of about (36.73%) in the student book while it was the least type in the workbook. The manipulative type scored the second highest occurrences in the work book and meaningful activities and exercises have only

in meaningful situations. Such integration of the skills contribute to fulfilling the objectives of the syllabus.

Table (6)

**Frequencies and Percentages of the Four Skills Integrated
in the Activities and Exercises of Student's Book and Work Book**

Skills	Student Book		Work Book	
	Frequency	Percentage	Frequency	Percentage
Listening	78	23.78 %	0	0 %
Speaking	100	30.488 %	52	18.44 %
Reading	53	16.16 %	60	21.28 %
Writing	97	29.57 %	170	60.28 %
Total	328	100 %	282	100 %

On the other hand, we can notice that the textbook is full of different types of activities and exercises which provide a great deal of grammatical practice through communicative, meaningful or manipulative activities as shown in Table (7) below where we can see that the manipulative activities and exercises score (81) frequencies (41.32%) while the communicative activities and exercises score (72) frequencies (36.73%) and the meaningful ones score (43) frequencies (21.93%) which means that all of these types are used to help the students practice the language.

However, the textbook includes a great deal of motivating activities and exercises which talk about certain customs, traditions, figures, historical cities and places in Palestine.

The agreement between the teachers seem to go with Mahmoud (2008) who found that English for Palestine textbook is suitable and specifies the general objectives of the course. The results also seem to agree with Pusporini (2008) who found that "English in Focus" is considered relevant to the EFL textbook evaluation criterion which can be seen from the level of suitability and that the level of suitability of "English in Focus" is 90.9%.

The results also agree with Inal (2006) whose study found that the coursebooks used for English language teaching in Turkish schools should be

	Statement	Mean	percentage	Estimation level
27.	They provide a sense of challenge and fun.	2.80	56	low
28.	They create relaxation and enjoyment.	2.68	53.6	low
29.	The quality of exercises and activities is adequate for both students and teachers.	2.77	55.4	low
Total		3.21	64.2	moderate

1. Results Related to the First Question: *To what extent do the activities and the exercises meet the behavioral objectives delineated in the syllabus, curriculum?*

The results revealed that 77.8% of the teachers and 70.6% of the students indicated that the activities and the exercises meet the behavioral objectives delineated in the syllabus. However, the students' percentage and means were lower than the teachers' means and percentage.

This result could be possibly explained by the fact that «English for Palestine» textbook has been written and developed in consultation with local and international experts so as to provide systematic skills development and grammar practice that can help students become confident users of English.

Second, although the behavioral objectives of the syllabus are not stated directly and straightforwardly in the textbook, we can somehow rely on what was mentioned on the cover of the textbook which states that the textbook aims to « help students learn English and to encourage them to become confident users of English, provide systematic skills development and grammatical practice, has built- in recycling and frequent revision to build confidence and includes motivating and rewarding activities”

Thirdly, to answer the first question which was mentioned above in terms of the content analysis of the exercises and activities, we can realize that the four skills as shown in table (6) below, are clearly integrated in all of the units so as to help students learn English through practicing these skills. By doing so, they will be able to improve their communicative performance so as to become confident users of English and to use English to express themselves

	Statement	Mean	percentage	Estimation level
12.	They employ various types of educational aids.	3.31	66.2	moderate
13.	They take into account the student's prior experience.	3.40	68	moderate
14.	They take into account the individual differences between students.	2.83	56.6	low
15.	They motivate students to use English outside.	2.96	59.2	low
16.	They are equally distributed among the units.	3.16	63.2	moderate
17.	They are appropriately organized to suit the students' linguistic abilities.	2.92	58.4	low
18.	They encourage student- student- interaction.	3.37	67.4	moderate
19.	They encourage teacher- student interaction.	3.61	72.2	high
20.	They encourage the use of various learning resources.	3.07	61.4	moderate
21.	They provide for a practical revision of the main points discussed previously.	3.45	69	moderate
22.	The exercises and activities are applicable.	3.14	62.8	moderate
23.	They enhance the quality of learning English.	3.27	65.4	moderate
24.	They help students express themselves freely and naturally.	3.27	65.4	moderate
25.	They enable the students to use authentically English cultural materials.	2.91	58.2	low
26.	They improve students' proficiency in English.	3.36	67.2	moderate

Table (5)

The Mean Scores and Standard Percentages of Students' Respondents

	Statement	Mean	percentage	Estimation level
1.	They contribute to achieving the behavioral objectives of the syllabus.	3.53	70.6	high
2.	The exercises and activities promote meaningful communication via the language.	3.39	67.8	moderate
3.	The exercises and activities provide for the development of systematic language skills.	3.57	71.4	high
4.	The exercises and activities encourage the students' active participation.	3.71	74.2	high
5.	The exercises and activities promote critical thinking (i. e. interpretation, application, analysis, synthesis, and evaluation.	3.30	66	moderate
6.	The exercises and activities meet the needs and interests of the students.	2.95	59	low
7.	The exercises and activities provide for the development of study skills: skimming, note taking, outlining, and looking up words in the dictionary.	3.62	72.4	high
8.	The exercises and activities develop the students' ability to use English for fruitful discussions.	3.28	65.6	moderate
9.	They help students understand the material effectively	3.29	65.8	moderate
10.	They promote the students' ability to practice English.	3.39	67.8	moderate
11.	They suit the level and abilities of the students.	2.90	58	

	Statement	Mean	percentage	Estimation level
13	They take into account the student's prior experience.	3.30	66	moderate
14	They take into account the individual differences between students.	2.83	56.6	low
15	They motivate students to use English outside.	3.27	65.4	moderate
16	They are equally distributed among the units.	3.52	70.4	high
17	They are appropriately organized to suit the students' linguistic abilities.	3.27	65.4	moderate
18	They encourage student- student- interaction.	3.81	76.2	high
19	They encourage teacher- student interaction.	3.94	78.8	high
20	They encourage the use of various learning resources.	3.66	73.2	high
21	They provide for a practical revision of the main points discussed previously.	3.77	75.4	high
22	The exercises and activities are applicable.	3.42	68.4	moderate
23	They enhance the quality of learning English.	3.55	71	high
24	They help students express themselves freely and naturally.	3.44	68.8	moderate
25	They enable the students to use authentically English cultural materials.	3.45	69	moderate
26	They improve students' proficiency in English.	3.52	70.4	high
27	They provide a sense of challenge and fun.	2.91	58.2	low
28	They create relaxation and enjoyment.	2.76	55.2	low
29	The quality of exercises and activities is adequate for both students and teachers.	3.03	60.6	moderate
Total		3.51	70.2	high

Table (4)
The Mean Scores and Percentages of Teachers' Respondents

	Statement	Mean	percentage	Estimation level
1	They contribute to achieving the behavioral objectives of the syllabus.	3.89	77.8	high
2	The exercises and activities promote meaningful communication via the language.	4.01	80.2	v. high
3	The exercises and activities provide for the development of systematic language skills.	3.89	77.8	high
4	The exercises and activities encourage the students' active participation.	3.77	75.4	high
5	The exercises and activities promote critical thinking (i. e. interpretation, application, analysis, synthesis, and evaluation).	3.50	70	high
6	The exercises and activities meet the needs and interests of the students.	3.55	71	high
7	The exercises and activities provide for the development of study skills: skimming, note taking, outlining, and looking up words in the dictionary.	3.79	75.8	high
8	The exercises and activities develop the students' ability to use English for fruitful discussions.	3.71	74.2	high
9	They help students understand the material effectively	3.83	76.6	high
10	They promote the students' ability to practice English.	3.88	77.6	high
11	They suit the level and abilities of the students.	2.86	57.2	low
12	They employ various types of educational aids.	3.67	75.2	high

Table (3) shows number of units, pages, exercises, activities in the two textbooks.

Table (3)
Number of Units, Pages, Exercises and Activities in Textbooks.

Units	Student Book		Workbook	
	No. of pages	No. of Activities & Exercises	No. of pages	No. of Activities & Exercises
One	8	37	6	19
Two	8	28	6	16
Three	8	36	6	19
Four	8	41	6	17
Five	8	41	6	17
Six	8	41	6	19
Seven	8	38	6	22
Eight	8	37	6	13
Nine	8	43	6	16
Ten	8	42	6	21
Eleven	8	43	6	21
Twelve	8	37	6	18
Total	96	464	72	218

The data of the study were statistically analyzed in accordance with the study questions and the results were as follows:

Tables (4, 5) below will be used as a base to answer the questions 1, 2, 3, 4, 5, 6, 7.

2. Choosing the sample after getting the statistics from the Department of Statistics at Nablus Directorate of Education.
3. Addressing the headmasters of the schools to distribute the questionnaire among the sample of the study. The headmasters, in the spirit of cooperation, forwarded the questionnaire to the teachers who teach or have taught Tenth Grade textbook «English for Palestine»
4. Out of 86 questionnaires sent to the teachers via the headmasters, a total of 69 valid questionnaires were returned giving a response rate of 80 %. The respondents were asked to choose the response which describes their level of agreement with the statements made. From 69 questionnaires returned, 59 were considered useful for analysis.
5. Regarding the students, the researcher believed it was better to save time and effort and administer the students' questionnaire among a purposeful sample of 4 classes: two female classes and two male classes. The researcher himself administered the questionnaire among the students of First Secondary Grade who studied English for Palestine last year. Such technique was recommended by a number of teachers who indicated that the Tenth Grade students of the academic year 2009 / 2010 will not be able to answer the questionnaire because they didn't finish the textbook and, therefore they did not examine its content.
6. Analyzing data using SPSS in light of the questions of the study.

Results:

- ◆ For the purpose of interpreting the results, the following scale, which had five levels, was used to evaluate the degree of agreement of the respondents:
 - ◆ 4 (80 %) and more very high
 - ◆ 3.5 - 3.99 (70 – 79 %) high
 - ◆ 3- 3.49 (60 – 69 %) moderate
 - ◆ 2.5 – 2.99 (50 – 59%) low
 - ◆ Below 2.5 (below 50%) very low

in the students' book and the work book which required the students to practice any skill of the language.

- ◆ The text has been coded into manageable content categories. These categories were taken from Skierso evaluation checklist which consisted of thirteen categories that evaluated the exercises and activities in particular.

The analysis concentrated on different lists of categories including:

- ◆ Types of exercises and activities: manipulative, communicative, and meaningful activities and exercises.
- ◆ Types of exercises and activities in terms of: vocabulary, structure, reading comprehension, language use.....etc.
- ◆ Levels of critical thinking: interpretation, application, analysis, synthesis and evaluation.
- ◆ Levels of clarity and appropriateness: clear, ambiguous, in between.
- ◆ Types of skills covered: listening, speaking, reading, and writing.
- ◆ Types of revision exercises and activities.
- ◆ Types of study skills included in the exercises and activities: skimming, scanning, note taking, outlining, looking up words in the dictionary... etc.

Data Analysis:

In order to answer the questions of the study, the collected data were analyzed statistically using the Means, frequencies, percentages, standard deviations, t- test for Independent Samples, and One- Way ANOVA.

Data Collection Procedures:

The following procedures were followed for the purpose of collecting data:

1. Getting the formal approval of the Director of Directorate of Education in Nablus to administer the questionnaire among the teachers and the students at the beginning of the academic year 2009 / 2010.

used to compute the consistency coefficient between the three analyses. It was found that the consistency was (0.90) which is acceptable.

3. *Validity of the Questionnaire:*

To ensure the face validity and content validity of the questionnaire, a jury of 8 EFL curriculum experts from QOU, Najah University and EFL teachers were asked to determine the questionnaire's validity. *Their suggestions were as follows:*

- ◆ The questionnaire needed to be shortened because it will be distributed among the Tenth Grade students who are not accustomed to answering questionnaires.
- ◆ Some items needed to be rewritten so as to avoid the problem of the duality of some items and eliminate duplications as well.
- ◆ The questionnaire should be translated into Arabic so as to fit the students of the Tenth Grade who are not fluent in English.

As a result, major changes to the order and wording of the items resulted from these procedures. Firstly, the number of items decreased from 34 to 29 when the duplicated items were eliminated. Secondly, the wording of items was simplified so as to fit both teachers and students. Thirdly, the students' questionnaire was translated into Arabic so as to help the students understand the content of the items. The translation of the questionnaire was later refereed by a number of specialists in the fields of the Arabic language, translation and curriculum.

After validation, the questionnaire consisted of (29 items) and was divided into two sections. (Section 1) sought to obtain three types of information in the teachers' questionnaire and one type in the students' questionnaire. In the teachers' questionnaire, this section sought to obtain information on gender, prior experience with teaching, and educational qualification of the teachers. In the students' questionnaire, the first section sought to obtain information on the gender of the students not more. (Section 2) consisted of 29 items measured on a 5- point Lickert scale ranging from 'Strongly agree, agree, undecided disagree and 'strongly disagree'.

4. *Unit of analysis and list of categories:*

- ◆ The unit of analysis used in this study was the exercise and the activity. This means that the focus was given to all exercises and activities found

Instruments of the study:

Two methodologies have been employed in this study, *employing a combined range of qualitative and quantitative methods*:

- ◆ Content Analysis of the Student Book and the Work Book.
- ◆ A 29- item questionnaire to survey Teachers' and Students' attitudes.

Reliability of Instruments:

1. Reliability of the questionnaire:

The reliability was evaluated by assessing the internal consistency of the items using Cronbach alpha and it was 0.91.

2. Reliability of Content Analysis:

To establish the reliability of content analysis, the following procedures were followed:

- ◆ The researcher developed rules for coding the text so as to code things consistently and coherently throughout the text in the same way every time.
- ◆ The researcher developed a pre- defined set of concepts and categories. The researcher in this case precisely defined the categories used in this analysis so as ensure the consistency of the analysis.
- ◆ The researcher coded the text so as to form a coding –checklist that can help him in the analysis process. Then he started reading through the text and manually writing down concept occurrences by tallying the frequencies of each category.
- ◆ The researcher repeated the analysis after one week of the first analysis using the same rules and procedures. Consequently, Scott coefficient is used to compute the consistency coefficient between the two analyses done by the researcher himself. It was found that the consistency was (0.95) which indicated a high coincidence between the two analyses.
- ◆ The researcher asked two EFL teachers who taught English for Palestine textbook for the Tenth Grade to analyze the textbook after being given the required training and they were asked to follow the same rules and procedures used by the researcher himself. Again Scott coefficient was

Variables	Levels of variables	Frequency	Percentage
Years of Experience	1- 4	7	11.9 %
	5- 8	13	22 %
	9- 12	16	27.1 %
	13- more	23	39 %
	Total	59	100 %
Qualification	diploma	5	8.5 %
	B. A	49	83 %
	M. A - more	5	8.5 %
	Total	59	100 %

- ◆ The second population of the study consisted of (5172) students (2726 female) and (2446 male) . The sample was, 111 students chosen purposively in order to facilitate the process of distributing the questionnaire and to save time as well. Table 2 shows the distribution of the students' sample according to gender.

Table (2)

Distribution of the Students' Sample according to Gender

Variable	Levels of variable	Frequency	Percentage
Gender	Male	59	53.2 %
	Female	52	46.8 %
	Total	111	100 %

Variables of the Study:

- ◆ The Independent variables of the study included: gender of teachers (male/female) , gender of students (male /female) , Prior experience with teaching (1- 4 years / 5- 8 years /9- 12 years /13 and more) and Educational qualification (Diploma / B. A / M. A and more) .
- ◆ The dependent variable included the teachers' and students' attitudes.

in addition to listening and speaking.. The Student's Book layout is enriched with colored pictures, graphic designs, cartoons, diagrams, and charts.

The workbook, on the other hand, starts with a short section entitled "Review and Preview" which aims to help students review important basic English they have studied before and preview the books they are going to work with. The Workbook also contains 12 units which are rich in exercises and activities for the pupils to work on at home and in the classroom. Each unit in the Workbook was divided into three main sections: Reading & Development, Language I, and Language 2. Moreover, each section includes a puzzle that aims at revising the key words mentioned in the word list of each unit. A quick investigation of the content of the activities and exercises indicates that the units cover the four skills (listening, speaking, reading, and writing) and also focus on vocabulary building and language use. The workbook ends with Two Practice Tests: Practice Test 1 and Practice Test 2. Each test covers the four skills in addition to vocabulary and language use.

Method:

The exercises and activities of the Student Book and Workbook were examined using content- analysis method. Content analysis method provides an objective, quantified description of the frequencies of occurrence of selected components in the sampled educational materials.

Population of the study:

- ◆ The first population of the study consisted of 86 teachers: (47 female) and (39 male) who have taught English for Palestine in Nablus Directorate of Education. The randomly chosen sample was 59 teachers who were distributed according to three independent variables as shown in Table 1.

Table (1)

Distribution of Teachers' Sample according to Independent Variables of the Study

Variables	Levels of variables	Frequency	Percentage
Gender	Male	25	42.4 %
	Female	34	57.6 %
	Total	59	100 %

benefit from this analysis when the nature and the structure of its exercises and activities are analyzed. The results of this study can help bridging the gap that might exist between learners and educators and it can add some useful information to the growing body of literature in this area. The findings of this study might be of great benefits for people who are interested in teacher training, syllabus design, teaching method, testing and materials.

Materials:

The exercises and activities in the Student Book and Workbook of “English for Palestine” for the Tenth Grade were taken to serve as the corpus of the present study.

Being one of a series of EFL textbooks called First Palestinian English Curriculum, “English for Palestine” textbook is described as a modern, communicative English course which has been especially written for Tenth Grade students (15 years old) . It has been designed by the Curriculum Centre of Ministry of Education and Higher Education to be in favor of the current climate of the Communicative Approach since the beginning of the 1990s.

The back cover contains a description that states “English for Palestine” series:

- ◆ has been developed in consultation with local and international ELT experts.
- ◆ provides systematic skills development and grammatical practice.
- ◆ has built- in recycling and frequent revision to build confidence.
- ◆ includes motivating and rewarding activities suitable for each Grade.
- ◆ Prepares school leavers for further study or the world of work.

Regarding the content of this textbook, it can be realized that the Student Book contains 12 units, each organized around a topic supported by colored pictures, exercises and activities. Furthermore, the cyclical content page indicates that the units are divided into seven sections organized in a way to cover different types of skills and subskills. The sections cover reading, development (summary & vocabulary) , language I, writing (punctuation & composition) , listening, pronunciation & speaking, language II, and integrated skills in varying order. Vocabulary and style are covered in all four sections in the appropriate parts, and the Language Use' sections appear in the most relevant parts in all sections especially “Language I and Language II”

4. To what extent do the exercises and activities encourage the students' active participation?
5. To what extent do the exercises and activities promote critical thinking (i. e. interpretation, application, analysis, synthesis, and evaluation)?
6. To what extent do the exercises and activities meet the background and interests of the students?
7. To what extent do the exercises and activities provide for the development of study skills, such as skimming, note taking, outlining, and looking up words in the dictionary?
8. What are the attitudes of both teachers and students towards the usefulness and appropriateness of the exercises and activities of the Tenth Grade textbook «English for Palestine»?
9. Are there statistically significant differences at $\alpha = 0.05$ between the teachers' attitudes and students' attitudes towards the usefulness and appropriateness of the exercises and activities of the Tenth Grade textbook "English for Palestine"?
10. Are there statistically significant differences at $\alpha = 0.05$ between the students' attitudes towards the usefulness and appropriateness of the exercises and activities of the Tenth Grade textbook "English for Palestine" due to sex variable?
11. Are there statistically significant differences at $\alpha = 0.05$ between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities that can be attributed to sex, experience and qualification variables?

Significance of the Study:

The Palestinian Ministry of Education gives great importance to school textbooks since they are the foundation of the curriculum and an indispensable medium of learning. Therefore, there is an obvious need to evaluate and analyze the content of new modern communicative textbooks. In fact, this is the first content analysis study that aims to explore the content of the exercise and activities of "English for Palestine" textbook. Thus, the findings of this content analysis will be useful for those people who work in the area of syllabus design as well as the teachers who teach this textbook since they can

Mu'men (1992) evaluated PETRA textbooks for the Seventh and Eighth grades. The results showed that these textbooks need modifications concerning the long comprehension passages, the writing activities were of a limited type and the readers did not sufficiently meet the students' scientific and technological needs.

Statement of the Problem:

The best way to ensure that textbooks were designed in accordance with educational criteria is through reliable and valid analysis of their contents. Unfortunately, a great number of teachers who teach the Tenth Grade level face many difficulties in teaching «English for Palestine» textbook and they claim that it has many negative elements and drawbacks although it has been written and developed in consultation with local and international ELT experts. Thus, the researcher tried to analyze the exercises and activities found in the Student Book and Work Book of Tenth Grade EFL textbook (English for Palestine) and investigated the attitudes of a sample of teachers and students towards the appropriateness and usefulness of the exercises and activities of this textbook.

Purpose of the Study:

This study aimed at analyzing the exercises and activities of «English for Palestine» textbook for the Tenth Grade and also it aimed at investigating the attitudes of teachers and students towards the appropriateness and usefulness of the exercises and activities of Tenth Grade textbook.

Questions of the study:

This study attempted to answer the following questions:

1. To what extent do the activities and the exercises meet the behavioral objectives delineated in the syllabus, curriculum?
2. To what extent do the exercises and activities promote meaningful communication via the language?
3. To what extent do the exercises and activities provide for the development of systematic language skills?

on teaching methods and use of evaluated textbooks in the classrooms. *The results of the study revealed that:*

1. The objectives of AMRA textbooks were based on teaching English for communication, and they met the students' needs and interests.
2. The vocabulary items were selected to suit the students' level and to facilitate communication.
3. The grammar and structural functions were selected to suit students' backgrounds and they were related to previous classes.
4. The textbooks were good in terms of their general aspects, they were paginated correctly, clearly typed and free of misprints.
5. The workbooks were useful; they enhanced understanding of the material.
6. The rationale of the textbooks was suitable.
7. AMRA textbook 1 was not provided with a word list.
8. The teaching aids, wall pictures and cassettes were not provided.
9. Listening and speaking skills were not stressed in AMRA textbooks
10. The content of AMRA textbooks was not interesting to the students.
11. The exercises in workbooks were not related completely to the material.
12. The allocated periods per week to cover the material was not suitable.
13. There were no significant differences between supervisors' and teachers' perspectives regarding the strengths and weaknesses in AMRA textbooks.

Jacobs and Ball (1996) examined the use of group activities in EFL textbooks published since 1990. They found that such activities are widely used.

Al- Barakat (1996) evaluated English language curriculum textbooks for the basic stage in Jordan, PETRA series. The researcher made a quantitative analysis which consisted of all the main passages which were presented for reading. The results showed that Petra Series reflected cultural bias as revealed the criteria of the two instruments. (Cited in Shatnawi, 2005)

lexical items with reference to developments in the life of the English nation. Reda recommended to enlarge the basic area of English vocabulary to include an unlimited range of purposes, especially in a period of globalization..

Ansary (2002) did ten coursebook reviews to find out the universal characteristics of ESL/EFL coursebooks. He concluded that no neat formula or system may ever provide a definite way to judge a textbook and stated however perfect a textbook is, it is just a simple tool in the hands of teachers. He noted, therefore, that it is not only the matter of coursebook content or system of its evaluation, but also the attitudes and competence of educators by whom coursebooks are utilized in classrooms.

Ansary and Babaii (2002) explored the status of sexism in current ESL/ EFL textbooks. Two types of analysis were performed to examine the manifestation (s) of sexist attitudes and values in two textbooks (Right Path to English I & II) that are locally designed to cater for and respond to the English language needs of Iranian students at secondary schools. First, a systematic quantitative content analysis was carried out with reference to (a) sex visibility in both texts and illustrations and (b) female/male topic presentation in dialogs and reading passages. Secondly, a qualitative inquiry was made into (a) sex-linked job possibilities, (b) sex- based activity types, (c) stereotyped sex roles (d) firstness and (e) masculine generic conception. Results revealed that Right Path to English I & II can be considered sexist textbooks that present students, in their early exposure to the English language, with an unfair and inexcusable picture of women. It is suggested that this sexism, though embarrassing and undesirable, seems to mirror the institutionalized unfair sex discrimination to the disadvantage of women in society.

Al- Momani (1998) evaluated AMRA textbooks for the first and second secondary classes in Jordan. To achieve that purpose the researcher developed three evaluation instruments. The first one was two evaluation questionnaires, one for teachers and supervisors which contained (91) items covering eleven major characteristics of a good English textbook. The other evaluation instrument was for students. Their questionnaire included (85) items. The second evaluation instrument was the interview form. The third evaluation instrument was the observation form which included actual observations

pictures and that the time allotted for the included material is inadequate. Additionally, he stated that teachers and supervisors were not contacted by the Ministry of Education regarding the setting of the EFL objectives for the materials of this textbook.

Inal (2006) looked into the issue of coursebook selection criteria applied in English language teaching in Turkish schools. He concluded that coursebooks should be in line with the goals of the institutions, objectives of the language program, and the needs of the students attending the program.

Shatnawi (2005) investigated the role of culture in foreign language textbooks through content analysis and the extent to which culture is represented in the Cutting Edge series. The researcher analyzed the content of the Cutting Edge series to find out the cultural aspects in these textbooks. The analysis revealed that the textbooks include these cultural aspects: historical, economical, geographical, literary, political, religious, social, man- woman relationship, habits, customs and traditions.

Bataineh (2004) examined the representation of the local environment in English language curricula: a case study of Jordanians Tenth Grade textbooks. The findings revealed that the Jordanian environment is moderately represented in the textbook she analyzed. The environment, in general, is well represented and a lot of references are made to regional and international components.

Shatnawi (2003) evaluated Enterprise textbooks series which is used at Yarmouk University Model School and many other private schools in Jordan and some other Arab and Islamic countries. The results of the study showed that some parents, teachers, and pupils were not fully satisfied with the content of Enterprise since it was not more relevant to the students' culture and background. (Cited in Shatnawi, 2005) .

Reda (2003) examined topics of a sample of six EFL textbooks including the well- known Cambridge English Course and Headway. These topics cover food and drink, clothes and fashion, colors and shapes, animals and plants, time and dates, family relationships, leisure and sports, countries and nationalities and many others. In particular, using materials from Headway, the study drew attention to the prototyping pattern of moving the lexical syllabus from general interest topics to higher levels. It shows that the expansion of vocabulary in EFL programmes broadens the horizon of basic English by incorporating

Hasan & Volker (2008) explored the cognitive, affective and procedural aspects of EFL elementary textbooks in Syria and Germany. They analyzed a corpus which consisted of three Syrian elementary textbooks, Starters I- III, and their German counterparts, Kooky I- II. Based on the paradigmatic change from instructivism to constructivism, a descriptive- analytical approach is used to examine the content- material in terms of teacher vs. pupil orientation, product vs. process orientation, virtuality vs. authenticity, cognitive learning vs. learning by doing which represent the essential parameters of learner autonomy. Results indicated that the Syrian material focuses on the cognitive element of language learning without ignoring affective and procedural factors, whereas the German material tended to put special emphasis on affectivity and process- orientation. Culturally, the Syrian textbooks confine their view to the domestic background before opening up to British culture in book III, whereas the German textbooks are keen to introduce the British dimension right from the start. For the Syrian material, the study suggested the inclusion of pronunciation exercises and a stronger consideration of learner autonomy.

In the case study he carried out in South Korea on an EFL course book, Litz (n. d.) covered also vocabulary issues and presents a Teacher Textbook Evaluation Form which includes four items for vocabulary evaluation. The Teacher textbook evaluation of vocabulary issues revealed that the textbook included a detailed overview of the functions, structures and vocabulary that will be taught in each unit and that an adequate vocabulary list or glossary is included. The results also revealed that the grammar points and vocabulary items are introduced in motivating and realistic contexts and that the progression of grammar points and vocabulary items is appropriate.

Jahangard (2007) evaluated the EFL textbooks used in Iranian public high schools and consolidated a 13- tem checklist extracted from ten different checklists offered by various authors. He indicated that two types of problems are detected and stated them as follows: "One is concerned with the lack of correspondence between the different senses of the word introduced in the New Words Sections and the senses which are used in the Reading Comprehensions. The other type is attributable to the poor contextualization of the new vocabulary in the New Words Sections.

Mahmoud (2006) evaluated "English for Palestine IV" textbooks and showed that the textbooks need modifications concerning the irrelevant

thematic, lexical and structural content of the reading material. The workbook gives extra activities and homework exercises which reinforce what has been introduced in the students' book.

Hamiloglu and Karlhova (2009) examined and evaluated the selected English language coursebooks from the viewpoint of vocabulary selection and teaching techniques they employ. As a result of this evaluation, it was seen that all selected coursebooks integrated lexis into their syllabuses, giving emphasis to word knowledge by means of separate headings and additional sub-headings. Also, by means of word lists supplied at the end of Student's Books, they provide quick-reference data for selfcheck. Furthermore, all of the coursebooks have colorful layouts supporting vocabulary acquisition and comprehension through pictures, graphic designs, drawings, diagrams and cartoons except for Grammar in Context 2 also which has also some pictures and drawings, but all are all in black- and- white format and fewer in number, which makes the Student's Book somehow dull and less attractive than the rest of the coursebooks.

Mahmoud (2009) evaluated "English for Palestine" textbook which is used for teaching English for the tenth grade students in Palestine. Therefore, the researcher used two instruments: a questionnaire that contained 52 items and a list contained the characteristics of a good textbook. The study revealed that the textbook is suitable and could be used in private and in government schools after regarding the different suggestions and modifications the researcher recommended.

Pusporini (2008) aimed to analyze English e- book for junior high school grade VII, "English in Focus", based on the EFL textbook evaluation criteria. The study also aimed to find out what criteria that have been fulfilled by English e- book for junior high school grade VII. The results of the study were (1) "English in Focus" is considered relevant to the EFL textbook evaluation criterion which can be seen from the level of suitability. The level of suitability of "English in Focus" is 90.91%. ; and, (2) the criteria that are fulfilled by "English in Focus" are: Objectives, Good Vocabulary Explanation and Practice, Periodic Review and Test Sections, Appropriate Visual Materials Available, Clear Instructions, Clear Attractive Layout, Content Clearly Organized and Graded, Good Grammar Presentation and Practice, Fluency Practice in All Four Skills, Encourage Learners.

aspirations of the Palestinian society. It recognizes that such a curriculum will foster Palestinian values and traditions in one hand, and promotes a sustainable spirit of development on the other hand. In this respect, The Palestinian Ministry of Education and Higher Education gives great importance to school textbooks since they are the foundation of the curriculum and an indispensable medium of learning. Thus, the EFL textbook for Tenth Grade, published in 2004, represents the last one of the basic cycle of primary education from grades 1- 10 included in the First Palestinian Curriculum Plan which aims at developing the school textbooks in Palestine in accordance with current research and approaches.

Review of the Related Literature:

This literature review aims at presenting a number of studies which are conducted in the field of educational textbooks mainly EFL textbooks.

Lee (2009) tried to collect 11 high- school EFL conversation textbooks used in Korea to examine how the textbooks teach culture. Findings showed that all of the textbooks neglect both the teaching of the culture- general aspect of culture learning and the small “c” target- culture learning. Remarkably scant use of authentic materials along with interactive technologies like the Internet for teaching culture was used. The findings also revealed that that the 11 textbooks did not encourage the culture- general aspect of culture learning. Out of the 16 themes suggested by Lee (2004, 2005) , only two themes (12%) “Intercultural communicative competence” and “Positive attitude toward culture learning” were identified in 9 textbooks. The use of authentic materials such as print, audio, video and realia, along with interactive technologies such as the Internet is scarce throughout the 11 textbooks.

Abbas (2009) aimed at investigating the cultural elements in the new English syllabus by using content survey and analysis. Therefore, a detailed analytical survey for the contents of EFP textbooks for grades 10, 11 & 12 is made. The aim of this survey is to describe the content of these textbooks in terms of the topics they cover and the way they are covered. For this purpose, these topics were analyzed to see what international (global) and Palestinian (including Arab &Islamic) issues and dimensions they deal with. The analysis revealed that each unit contains a reading passage followed by various activities involving all language skills based to a great extent on the

Introduction:

To learn English as a foreign language, people usually trust textbooks which can help them acquire the skills of language easily and efficiently. These EFL textbooks are considered useful tools for both learners and teachers especially when they are designed along the lines of current research and approaches. Thus, textbooks constitute a central component in the educational process since they provide the basic sources of information to learners, especially at elementary school. In education, generally speaking, textbooks govern almost all classroom practices. Learners, in this respect, use textbooks to organize their learning process by a variety of methods and strategies in order to perform tasks and activities in terms of lexical, grammatical and cultural progression. Textbooks, moreover, teach the subject content and other issues such as social and cultural topics as well as the values and beliefs of society. It is not surprising, therefore, that textbooks are still considered the primary instrument for carrying out the subject syllabus in Palestine. Moreover, in the national school certificate examinations, students are evaluated on the basis of information contained in the textbooks. So, the content of the textbooks determines the students' examination results. Teachers, on the other hand, depend greatly on the textbook as they do not have time to collect and adapt material for their classes. In addition, they find it extremely difficult to develop new material and they might face external pressure which may restrict them from doing so.

In view of the arguments stated above, textbooks continue to play a major role in classroom interaction despite the controversial debate on their significance. Hutchinson and Torres (1994) , for example, consider the role of the textbook in teaching and learning and in the process of change. They challenge the anti- textbook view and argue that the textbook has a vital and positive part to play in the everyday job of teaching and learning English (especially at elementary level) and that the textbook becomes even more important in periods of change.

In the light of the great need to improve the process of learning English as a foreign language in Palestine, The Palestinian Ministry of Education and Higher Education pays great attention to this field of education in particular with the hope of producing a national curriculum that meets the needs and

Abstract:

This study aimed at analyzing the exercises and activities of “English for Palestine” textbook for the Tenth Grade and investigating teachers' and students' attitudes towards the appropriateness and usefulness of the activities and exercises. The study also aimed to examine the effect of sex, experience and qualification variables on these attitudes. The study sample consisted of 25 male teachers and 34 female teachers chosen randomly, in addition to 59 male students and 52 female students.

To answer the questions of the study, the researcher analyzed the two parts of «English for Palestine» textbook: the Student Book and the Workbook. Moreover, a 29- item questionnaire was administered among the two samples.

The results indicated that:

1. The content analysis of the exercises and activities indicated that they fulfill the textbook objectives and develop the language skills and the study skills which can be used for effective communication. These exercises and activities, moreover, encourage critical thinking and classroom interaction.
2. The teachers' attitudes towards the usefulness and appropriateness of exercises and activities were high (positive) whereas the students' attitudes were moderate.
3. There were statistically significant differences between teachers' attitudes and students' attitudes towards the usefulness and appropriateness of the exercises and activities in favor of the teachers.
4. There were no statistically significant differences between students' attitudes towards the usefulness and appropriateness of the exercises and activities due to sex.
5. There were no statistically significant differences between teachers' attitudes towards the usefulness and appropriateness of the exercises and activities due to sex, experience and qualification variables.

ملخص:

هدفت هذه الدراسة إلى استطلاع اتجاهات المعلمين والطلبة نحو مدى ملاءمة أنشطة وتمارين كتاب اللغة الإنجليزية وفوائدها للصف العاشر «English for Palestine» في فلسطين، وأثر الجنس والخبرة السابقة والمؤهل العلمي على هذه الاتجاهات. كما هدفت الدراسة إلى دراسة محتوى هذه الأنشطة والتمارين باستخدام أسلوب تحليل المحتوى. تكونت عينة الدراسة من ٢٥ معلما و٣٤ معلمة اختيروا بطريقة عشوائية إضافة إلى عينة قصدية من الطلبة تكونت من ٥٩ طالبا و ٥٢ طالبة.

وللإجابة عن أسئلة الدراسة قام الباحث بتحليل الكتاب المقصود بجزأيه: كتاب الطالب وكتاب التدريبات إضافة إلى بناء استبانته تكونت من ٢٩ فقرة وزعت على المعلمين والطلبة.

حيث أظهرت نتائج الدراسة:

١. أن محتوى الأنشطة والتمارين يحقق أهداف المنهاج ويعمل على تنمية مهارات اللغة ومهارات الدراسة وتوظيفها للإتصال اللغوي الهادف، كما إنها تزيد من التفاعل الصفّي والتفكير الناقد.
٢. أن اتجاهات المعلمين نحو ملاءمة الأنشطة والتمارين وفوائدها كانت ايجابية جدا، بينما كانت اتجاهات الطلبة متوسطة.
٣. أظهرت الدراسة وجود فروق ذات دلالة إحصائية بين اتجاهات المعلمين والطلبة لصالح المعلمين.
٤. أظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية بين اتجاهات الطلبة نحو ملاءمة الأنشطة والتمارين وفوائدها تعزى لمتغير الجنس.
٥. أظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية بين اتجاهات المعلمين نحو فائدة الأنشطة والتمارين وملاءمتها تعزى لمتغيرات الجنس والخبرة السابقة والمؤهل العلمي.

Investigating Teachers' and Students' Attitudes towards the Activities and Exercises of EFL Textbook for Tenth Grade in Palestine

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